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ABSTRACT

This text introduces Fiji and other island nations located in the Pacific, the world's largest ocean. Cut off from the world by vast expanses of water, these people developed a unique culture. Contents include: Teacher Overview, Geography of the South Pacific Islands, History of the South Pacific, Fiji, Traditional Village Life, Yaqona Ceremony, The Economy, The Coconut, Education, Health, Government, Stories from the South Pacific, Bibliography, and Suggestions for the Teacher. (BZ)

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FIJI in the South Pacific

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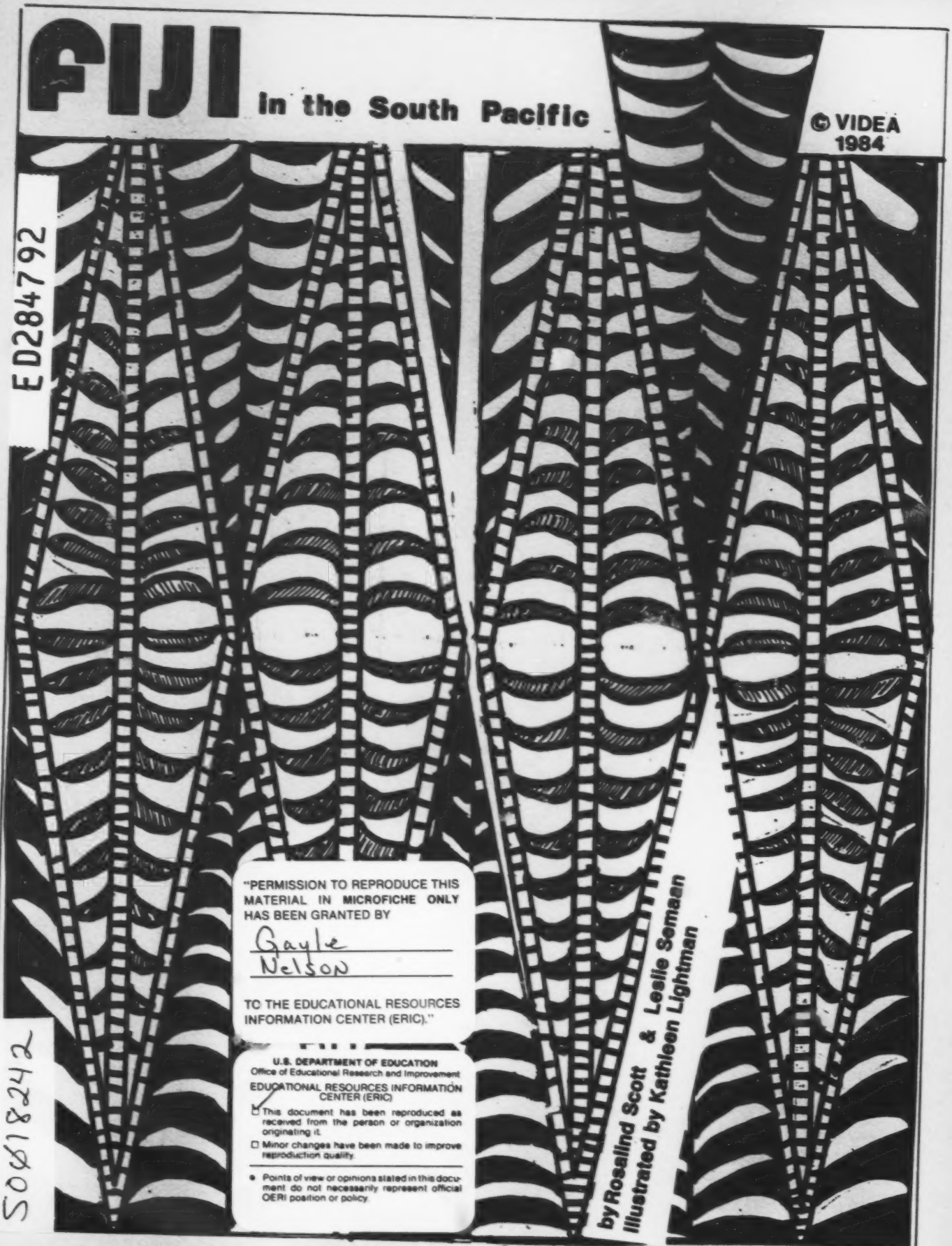

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by Rosalind Scott & Leslie Semaan
Illustrated by Kathleen Lightman

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TEACHER OVERVIEW

The text Fiji in the South Pacific gives a brief survey of the South Pacific region, describing its geography, history and the people who live there. The text then focuses on one area of this region -- the island nation of Fiji. We see Fiji as a changing culture combining tradition with modernization.

The Fiji text contains two sections:

1. The Text is divided into units such as Traditional Village Life, The Economy or Agriculture, etc. These units can be duplicated and handed out to the class, used for teacher reference, or made into transparencies and shown on an overhead projector. The text covers a wide variety of topics which give the teacher the opportunity to choose which areas they would like to focus on.

2. Suggestions for the Teacher is a section which consists of a series of questions, discussion topics, activities, quizzes and research projects. These correspond to the textual material. The teachers can choose what they want to use from the variety of suggestions or use the ideas to adapt to their own.

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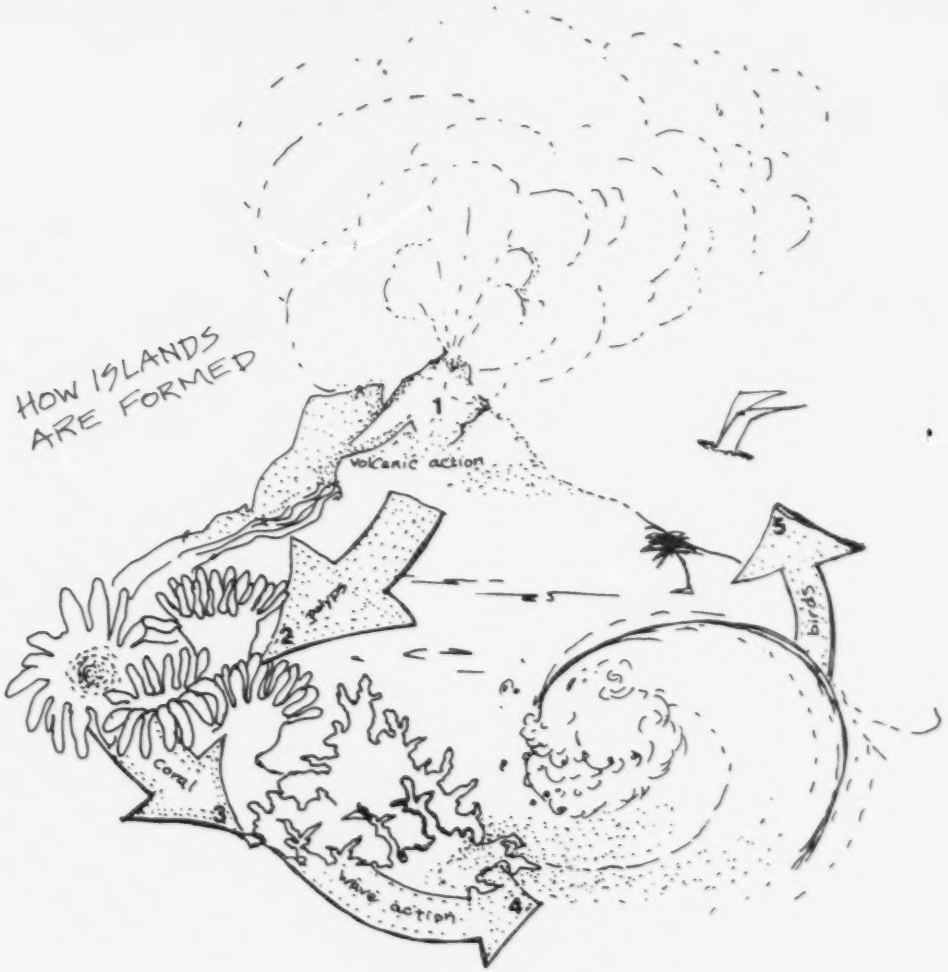
THE PACIFIC OCEAN

This ocean was named 'Pacific' or 'peaceful' by Hernando Magellan on a voyage in 1520. The Pacific is the largest and deepest ocean in the world containing more than 20,000 islands ranging from Papua New Guinea, the second largest island in the world, to islands so small that they cannot be shown even by a tiny dot on a map. The area of this ocean is 181 million square kilometers. Spread across its huge expanse are some five million people in 21 island nations.



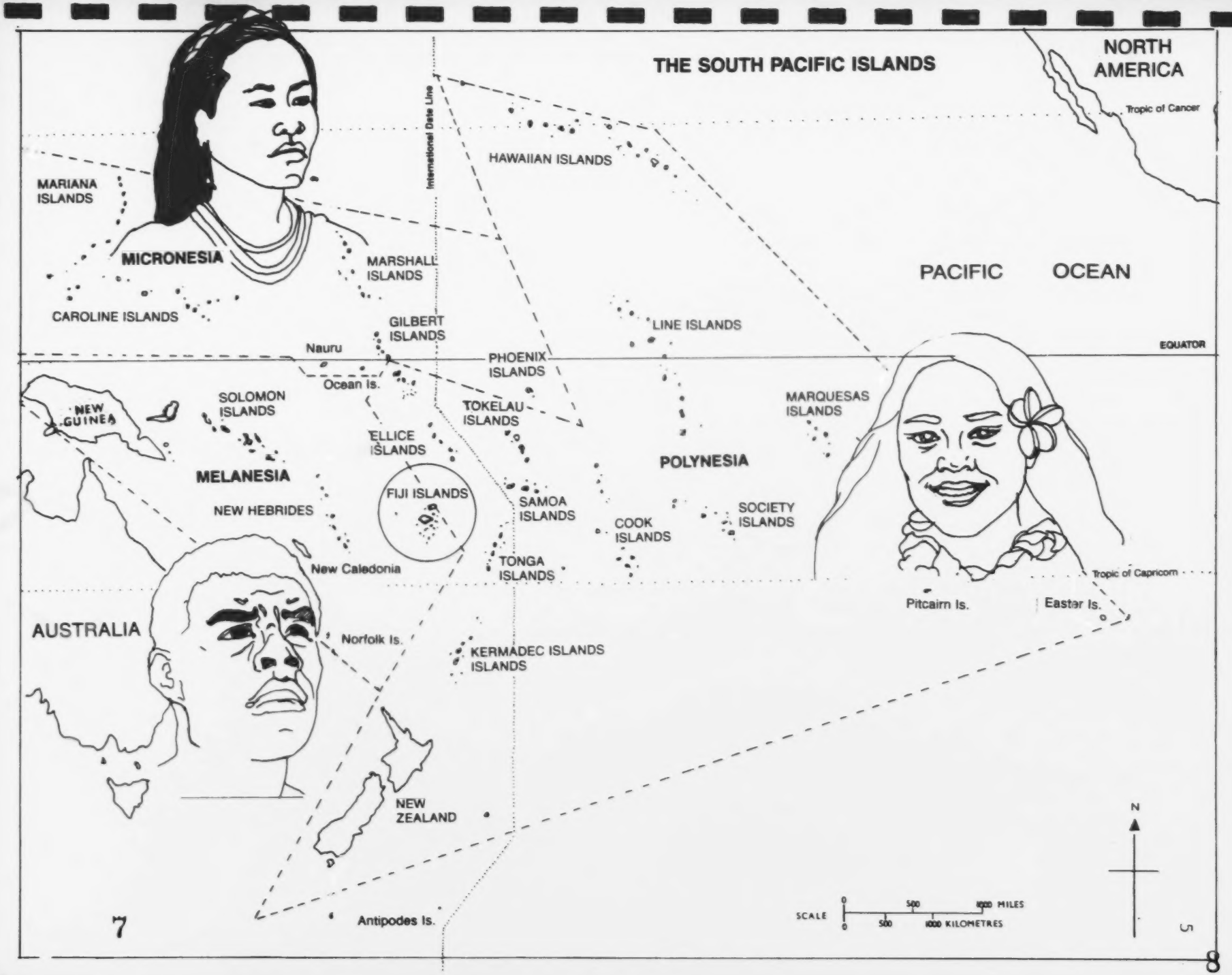
PACIFIC OCEAN CONTINUED

Far from peaceful, the Pacific has many areas of dangerous water and unpredictable weather. There are many earthquake, hurricane and cyclone zones.

The islands of the South Pacific fall into two categories: volcanic and coral, but both are the result of volcanic activity. Volcanic islands are formed by eruptions that thrust the land high into the air from the ocean. These 'high' islands are extremely fertile partly due to the rich volcanic soil and partly because the high mountainous land catches rainfall.

Coral islands begin from eruptions that leave land lying just below the surface of the water. Polyps, which are small jelly-like creatures with a hard skeleton, make their home on the submerged land. As they die, the limey skeletons form coral. Once this process reaches a point where the coral is exposed to the air, the natural elements take over.

Wave action forms sand, deposits floating weeds and coconuts and the visiting birds leave seeds contained in their droppings. Coral islands, or 'low' islands, are shallow and sandy making many of them infertile. Volcanic activity is still present in the South Pacific causing 'new'islands to be formed.


THE SOUTH PACIFIC ISLANDS
NORTH AMERICA
Tropic of Cancer
International Date Line
HAWAIIAN ISLANDS
MARIANA ISLANDS
MICRONESIA
MARSHALL ISLANDS
CAROLINE ISLANDS
PACIFIC OCEAN
GILBERT ISLANDS
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TOKELAU ISLANDS
MARQUESAS ISLANDS
ELLICE ISLANDS
POLYNESIA
MELANESIA
FIJI ISLANDS
SAMOA ISLANDS
NEW HEBRIDES
COOK ISLANDS
SOCIETY ISLANDS
New Caledonia
TONGA ISLANDS
Tropic of Capricorn
Pitcairn Is.
Easter Is.
AUSTRALIA
Norfolk Is.
KERMADEC ISLANDS ISLANDS
NEW ZEALAND
Antipodes Is.
SCALE
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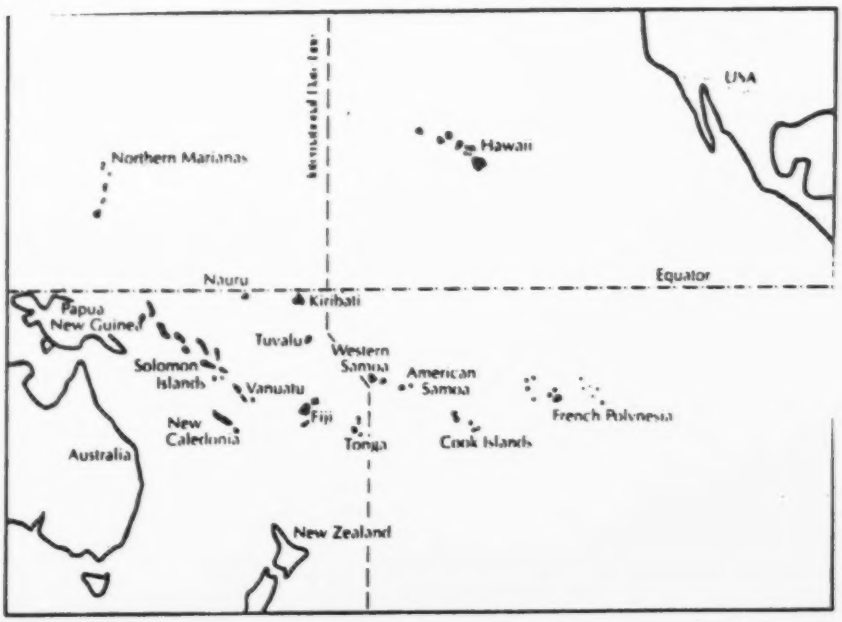
INTERNATIONAL DATE LINE

If you landed in Samoa on the morning of your birthday and stayed overnight then continued the following day to Fiji, you would arrive in time to celebrate your birthday! This is not a riddle or a joke but a geographical fact.

No matter where you are in the world, the lands to the east of you are ahead of your time and the lands to the west are behind. For every degree of longitude or 100 km of the equator, the time changes by four minutes. Over the 360° of longitude the time change is 24 hours or one day. At the point where the time change is complete or has reached the total of 24 hours, is the International Date Line. By international agreement this imaginary line is situated at 180° Longitude. Therefore if it is Sunday to the east of the date line, it is Saturday to the west.

Originally the date line was straight, passing through the Fiji islands. This created tremendous problems. One plantation owner made his workers work on Sunday by simply crossing the line. Similarly, important occasions such as Christmas would be celebrated twice on either side of the line in the same country. To avoid this early confusion, it was agreed that the date line would bulge eastwards around the islands of Fiji, Tonga and the Ellice and Kermadec Islands as it does today.

Stop & Think - Do the time zones in Canada coincide with provincial borders? Were the borders aligned with the time change or vice versa?



PEOPLES OF THE SOUTH PACIFIC

The Pacific Islands fall into three groups according to geographical location and race: Melanesia, meaning black islands; Polynesia, meaning many islands; and Micronesia, meaning small islands.

MELANESIANS

It is very likely that the 'black islands' were named after the Melanesian people who look similar to Africans and can have extremely black skin. Bougainville, for example, boasts that its people are the blackest in the world. Melanesians tend to be short with solidly built bodies and thick frizzy hair. To the Western eye many Melanesians on first encounter can appear hostile and forbidding. For this reason Europeans in early exploration of this area often would not land in Melanesia. Melanesians, however, are warm, friendly people with strong family ties.

POLYNESIANS

Polynesians resemble the people of Europe or Southern Asia. Polynesians are, on the whole, tall, brown-skinned people with straight or wavy, black hair.

MICRONESIANS

The Micronesians have the features of eastern Asia and are small and slender people with straight, black hair and brown skin.

As a result of relocation, travel and visits from traders and settlers over the years, many South Pacific Islanders have intermarried and mixed races. For example, there are few Fijians purely descended from original natives.

HISTORY OVERVIEW

It is believed that some of the islands of the South Pacific were settled between 5000 - 6000 years ago. In these prehistoric times the large population of islanders worked, fought, lived and died surrounded by the vast ocean almost completely isolated from the rest of the world. Because there was so little communication with other countries, the islanders had their own religion, art, medicine and architecture.

In the early 1600's European explorers began visiting the islands for the first time. These visits were usually very short but they were enough to plant the seeds of change which would affect the islands in the years to come. In return for the coconuts, fish and fresh water the Europeans traded tools, the Christian religion, dangerous diseases and firearms. For the next 300 years the area was ruled by many different European countries.

The islands remained quite unimportant until World War II when Japan and the United States fought many battles here. After the war some of the islands were no longer colonies of European powers but became Trust Territories. Later most became independent countries.

Now for the first time in nearly 400 years, the people of these islands are making their own decisions about the future.

CAPTAIN COOK

Captain James Cook of the British Navy made three voyages in the South Pacific for the purpose of exploration and scientific discovery. Apart from being a good and well-respected commander, Cook was a marine surveyor, a mathematician, scholar, doctor and astronomer. All modern ships carry Cook's invention, the chronometer, for navigation. His maps, charts and detailed observations led to many changes in the South Pacific. The following is a list of his amazing accomplishments in this area:

VOYAGE 1 - 1768, in the ship the 'Endeavour'.
Purpose: to view the movements of the planet Venus and search for a large continent supposed to lie in the South Pacific.

1. Observed the transit of Venus across the face of the sun from Tahiti.
2. Explored the Society Islands.
3. Charted the entire coast of New Zealand.
4. Mapped the east coast of Australia.
5. Proved that New Guinea was not part of Australia.

VOYAGE 2 - 1772, in the ships the 'Resolution' and the 'Adventure'.
Purpose: to cover the whole of the South Pacific in search of a large continent.

1. Navigated most of the South Pacific.
2. Charted the locations of Easter Island, the Marquesas, Tonga, and the New Hebrides.
3. Discovered New Caledonia, Norfolk Island and the Island of Pines.
4. Finalised the exact position of the Antarctic.
5. Discovered the cause of scurvy.

VOYAGE 3 - 1776, in the ships the 'Resolution' and the 'Discovery'.
Purpose: to attempt to find a northwest passage.

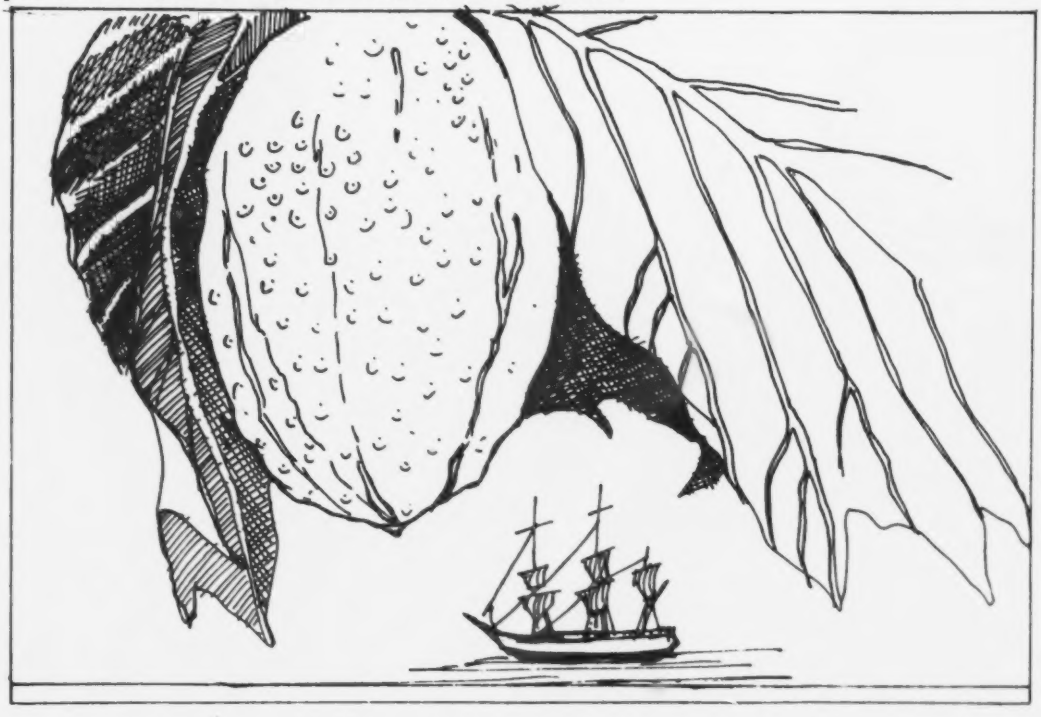
1. Discovered the Cook Islands and the Hawaiian Islands.
2. Navigated the west coast of Canada and the U.S. from New Albany to North Alaska.

CAPTAIN COOK CONTINUED

Captain Cook was well liked throughout the South Pacific as he did not take advantage of the friendliness of the islanders. He brought many useful items on voyages for trading and bargaining and refused to allow islanders to part with anything that they did not wish to give or sell. He inspected his crew for diseases before he would allow the men to go ashore in a newly discovered place. In this way he protected the islands from new European diseases that could be a serious threat to the population. He was affectionately called 'Cookie' by people thoughout the Pacific who looked forward to his visits. His death at the hands of a few natives of Hawaii was an unfortunate accident. Cook had gone alone to get back a boat the villagers had taken from his ship. An argument began as the islanders wanted to keep the boat. A few lost their tempers and struck Cook who was quickly killed with war clubs. His death was mourned in many parts of the South Pacific.

MUTINY ON THE BOUNTY

The story of the mutiny on the Bounty begins with the breadfruit tree. Breadfruit is a large, green fruit with white meat. When cooked it tastes like warm, smoky bread. Captain Cook discovered breadfruit trees growing wild in the South Pacific and found that they needed little attention and bore fruit all year round. The English felt that this would be an excellent crop to introduce as a staple food for plantation slaves in the West Indies.



In August, 1787, Captain William Bligh of the British Navy set sail from England in search of breadfruit. Ten months later, Bligh and his crew of the H.M.S. Bounty reached Tahiti where they collected a cargo of breadfruit trees and rested.

A month after the Bounty left Tahiti the crew, led by Fletcher Christian, mutinied and set Captain Bligh and eighteen sailors adrift in an open boat. Bligh and his men made the longest open boat voyage in history, a distance of 5,835 km., to Timor with a small amount of food and drink.

The mutineers split into two groups. The first returned to Tahiti to settle where they were later captured and returned to England to stand trial. The second group of nine men, led by Christian and accompanied by some Tahitians, made their way to uninhabited Pitcairn Island where they made a settlement.

MUTINY ON THE BOUNTY CONTINUED

In 1808 when the British Navy found the colony at Pitcairn, only one of the mutineers, John Adams, was alive with 8 or 9 Tahitian women and twenty-five children. As the population of the tiny island grew, it became a concern that the island would not be able to support everyone. In 1856, the entire population was moved to Norfolk Island near Australia. Many remained there but many also returned to isolated Pitcairn.

Today the population of Pitcairn Island is approximately 65 people. The majority of the population are descendants of the mutineers from the Bounty. It is the only Anglo-Tahitian community in the world living in isolation. The islanders receive mail about once a year and have little contact with the outside world. The islanders support themselves by making baskets, hats and carvings for the few visitors that pass by, and take care of all their own needs including medicine, religion, education, law and farming. The greatest problem facing this tiny and unusual community is the migration of the young people to the outside world.

Of Interest - Pitcairn produces its own postage stamps which are highly prized by stamp collectors and help support Pitcairn's economy.

MISSIONARIES

In the past in Fiji, the killing of widows and elderly people and the eating of cooked human flesh, or cannibalism, were common practices. In other parts of the South Pacific, cannibalism, head-hunting and the killing of certain babies were also common. Perhaps the greatest contribution made by the missionaries was the abolition of these practices.

The first missionaries were greeted with hostility and were often killed. The islanders soon found though that they were quickly replaced. Within time their presence was tolerated and slowly they began to introduce religion to the South Pacific.

In Fiji the first English missionaries arrived in 1837. They were followed by the French and the Americans. Their work was mainly opposed by Cakobau, a strong cannibal chief who was widely respected and feared. When Cakobau accepted Christianity in 1854,cannibalism and other related practices came to an end in Fiji. The missionaries protected the islands from exploitation, introduced education, medical and welfare services, put the Fijian language into writing and built roads and airstrips. However, in some parts of the Pacific, tragic mistakes were made in the process of spreading Christianity. For example, in New Hebrides, an early missionary was directly responsible for the deaths of 12,020 people from measles, tuberculosis and whooping cough, European diseases to which the islanders had no immunity. However missionary work in the South Pacific has led to development, and many hard working and sincere people still contribute their time and expertise in education, medicine and technology today.

Micronesia

Micronesia is made up of about 2,000 small islands and atolls which cover an ocean area as large as the United States. These islands form three main island groups: the Marshall Islands, the Caroline Islands and the Mariana Islands. After World War II, Micronesia (excepting the Gilbert Islands which are British) was declared a 'strategic' Trust Territory of the United States. This United Nations agreement allowed the U.S. to hold nuclear tests and have American military bases in Micronesia.

Nuclear Testing

Nuclear testing began in the Marshall Islands in 1946. In a period of twelve years, sixty-six atomic and hydrogen bomb tests were carried out at Bikini, Enewetak, Christmas and Johnston Islands. During this period of testing the people of Bikini and Enewetak Islands were relocated, four islands were vaporised from the face of the earth and many people and islands were contaminated by radioactive fallout.

Bravo

On March 1, 1954 the U.S. exploded the largest hydrogen bomb tested above ground at Bikini Island. This test was called 'Bravo'. Following the test on nearby Rongelap Atoll (161 km. from Bikini) the villagers were amazed to see 'snow' falling from the sky. That evening the Rongelap people bagan to suffer from the first symptoms of radiation poisoning: vomiting, diarrhea, burns and eventually loss of fingernails and hair. Also exposed to the fallout were twenty-eight American weathermen and the people of Utirik. All of these people were evacuated from the area.

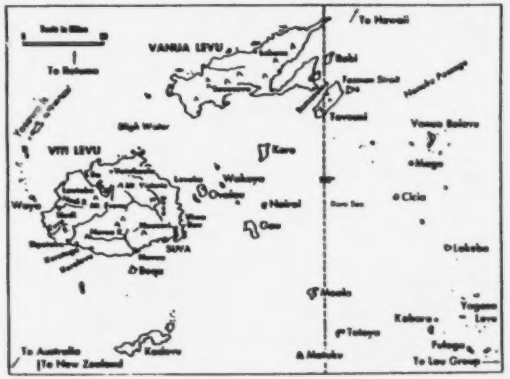
Results

Today the Rongelap people claim they are still suffering from the nuclear test Bravo. They have medical problems such as thyroid cancer, stunted growth in children, miscarriages, mentally retarded and physically deformed children and stillbirths.

Future

The Marshall Islands are appealing to the United States for compensation for the loss of land, health and destruction of the environment. Micronesia, although economically heavily dependent on the United States, would like to bring an end to nuclear testing in the South Pacific area for the reasons of health, safety and the future of the Pacific.

MAP OF FIJI



VANUA LEVU

RABI

TAVEUNI

YASAWA

KORO

Lautoka

VITI LEVU

OVALAU

NAIRI

Suva

GAU

BEQA

FIJI FACT SHEET

SIZE -	18,333 sq.km.
LOCATION -	Fiji is composed of a group of about 332 islands which lie between 15° and 22° S. Latitude and 177° W. and 175° E. Longitude. Only about one-third of the group are inhabited.
CAPITAL CITY -	Suva.
MAIN PORTS -	Suva,Lautoka,Levuka.
POPULATION -	635,151 (est.1980) projected estimate for 1985 is 760,000.
LEADER -	Rt. Hon. Ratu Sir Kamisese Kapaiwai Tuimacilai Mara.
GOVERNMENT -	Democratic.
HISTORY -	The Fiji islands have been populated for nearly 3,000 years. The first Europeans came in the early nineteenth century to look for sandalwood. Traders were joined by missionaries and settlers. On October 10th, 1874, Fiji signed a deed of Cession to Great Britain. Nearly 100 years later on October 10th,1970, Fiji became an independent nation.
ECONOMY -	Primarily based on agriculture. The main crop is sugar cane.
G.N.P. PER CAPITA -	U.S. $160 (est.1978)
LANGUAGES -	English, Fijian, Hindustani.
CLIMATE -	Coastal areas, 15°-35° C. Other, 12°-35° C. Fiji lies in earthquake and hurricane zones.
RELIGION -	Methodist,Hindu,Roman Catholic and Islamic plus minority groups of Seventh Day Adventists and Presbyterians.
ETHNIC GROUPS -	(est. mid-1980) Fijian 44.5%, Indians 50.1%, Europeans .6%, Part-Europeans 1.8%, Rotumans 1.2%, Chinese .7%, Other Pacific Islanders 1%, Others .1%
HEALTH -	Life expectancy at birth = 70 years. Child mortality is low.
LITERACY -	Est. 80%

FIJI OVERVIEW

THE NATION

Fiji is a group of approximately 332 islands which lie in the heart of the South Pacific. Only about one-third of the islands are inhabited; the main islands are as large as 10,000 sq km. The two largest islands are Viti Levu (10,429 sq km) and Vanua Levu (5,556 sq km).

Major air and sea routes bring many visitors to Fiji each year. Fiji is the main centre and 'melting pot' of the South Pacific. The islands are rich in different cultures from the South Pacific and around the world. Fiji is a member of the Commonwealth and has a close friendship and economic ties with Great Britain.

THE PEOPLE

The Fijian people are made up of two main groups: the native Fijians and people of East Indian descent. East Indians were first transported to Fiji from 1879 to 1916 to work on the sugar plantations as labourers.

Today the Indian population is larger than the Fijian representing over half of the total population of Fiji. This is a source of some problems. Firstly, the Indian Fijians are not allowed to own land and must rent or lease land from the Fijians. Over the years this has become a source of discontent and resentment as many Indian Fijians have been living in Fiji for several generations. Secondly, education is not compulsory for Indian Fijians so development is needed in this area. Lastly, the Indian population maintains its own beliefs, religion and language which naturally segregates the two groups. For these reasons many Fijian Indians have been migrating in large numbers to western Canada in recent years.

THE CAPITAL

The capital of Fiji is Suva which is on the island of Viti Levu. Viti Levu is the centre of Fijian industry and trade and the home of over two-thirds of the population. Suva is a modern city on a natural harbour. It has the largest business section of all Fijian towns and is the home of the University of the South Pacific, the Central Medical School and the Fijian Agricultural College. Many tourists visit Suva each year. The second largest city, Lautoka, also on the island of Viti Levu, is the main port for the shipping of sugar to countries around the world.

Although races maintain their own separate cultures, they mingle freely together along with the tourists who come from all over the world.

CITY LIFE

Although most Fijians still live in villages following a traditional way of life, many young people are attracted to city life and have moved from their villages to the major centres. This has caused problems with housing and employment. In other South Pacific islands this has led to squatter settlements and crime. Development of new industries and encouragement by the government for young people to remain in their villages is helping to deal with these problems.

TRADITIONAL VILLAGE LIFE

The majority of South Pacific islanders live in villages. In Fiji villages are called 'koros'. Most Fijians live and work in their family 'koro' following a way of life that is similar to that of their ancestors.

HOMES

Traditional Fijian houses, called 'bures', have thatched roofs and walls of thick matting held together by bamboo posts. The earth floor is swept clean and covered by more thick matting. The 'bure' usually contains a stone or earth oven for cooking and clean water is available from the village pump. Few traditional villages have the luxury of electricity so work is done by hand or by animal power. The houses are lit at night by oil lamps. Land in the village is passed through families from father to son.

FOOD

Villagers eat two meals a day. By custom food is eaten using the fingers. The most popular foods are 'taro' or 'dalo' (a starchy root vegetable) and cassava (a paste-like food from which tapioca is made). Villagers also raise pigs and chickens and catch fish for food. Beef is popular too.

TRADITIONAL VILLAGE LIFE CONTINUED

DRESS

As it is very hot in Fiji, clothing is loose and simple. Although Western dress is very popular, many people also wear a more traditional form of clothing. Women usually wear a long, loose cotton top with a long skirt underneath while men wear a shirt and 'sulu'. A 'sulu' is similar to a wraparound skirt.

Fijian traditional dress is loose, cool and comfortable. Even business and professional men wear the sulu along with a jacket and tie.

TRADITIONAL VILLAGE LIFE CONTINUED

OCCUPATIONS

The majority of the villagers are subsistence farmers or fishermen. Subsistence farmers make a living by growing food to feed their families and perhaps trading or selling the rest. Other villagers might work in local trades (such as shop-keeping or producing handicrafts) or in government jobs (such as nursing or teaching). Still others prefer to commute to the cities for work.

In the past people followed a communal way of life in villages where everything was shared and in that way all were looked after. In personal affairs with family, friends and visitors, Fijians still follow this system. A Fijian opening a store, for example, would be expected to give away his goods to his friends and relatives. Some Fijians still find if very difficult to be 'businesslike'.

Traditionally, before Independence, villagers were under the leadership of a village chief whose position was hereditary. As Independence approached the government modified this system to help the people to adapt to modern life. Villages are now led by an elected leader called a 'turago-ni-koro' who is the representative for the local government.

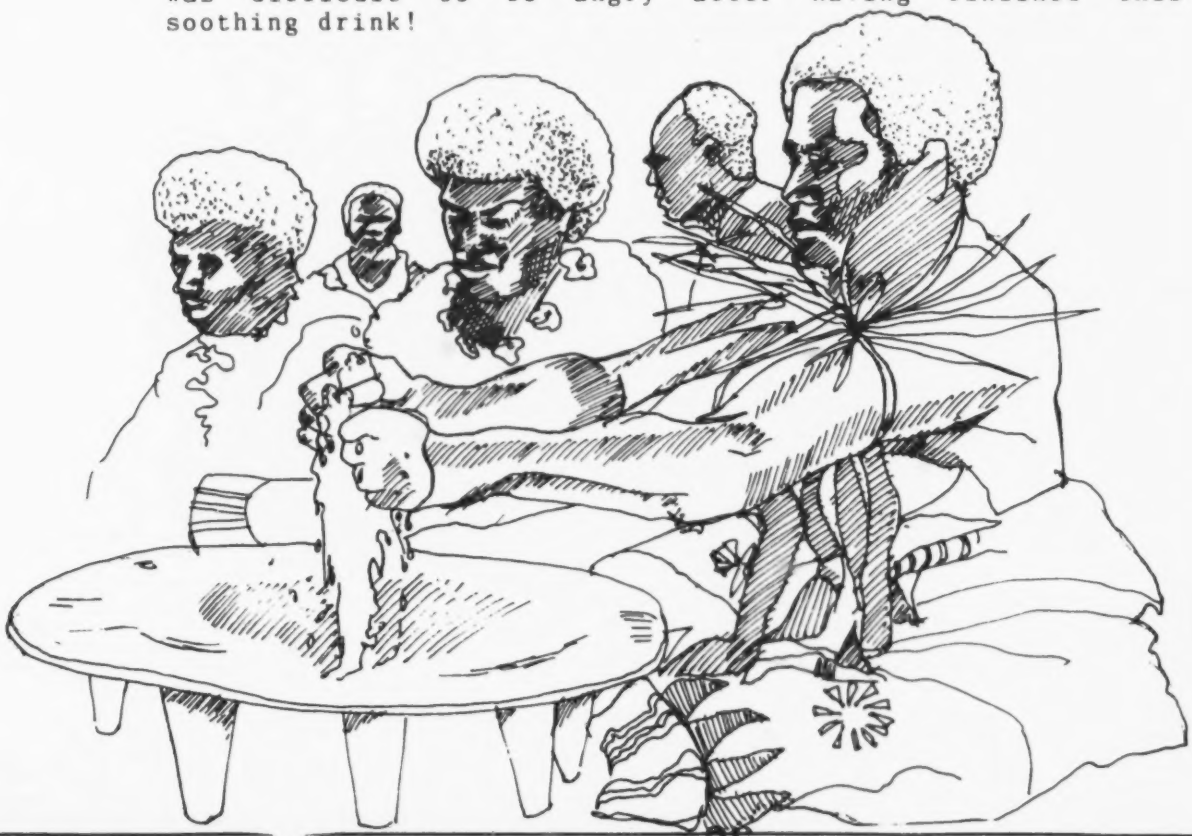
The government of Fiji spends a great deal of time and money improving services to villages. These include education and health services, agricultural improvements and social services. Each year a competition is held for the cleanest and most beautiful village. All villages compete seriously for the award.

The Royal Fiji Police Force includes both Fijians and Fijian-Indians. The uniforms of the Fijian, the Hindu and the Sikh officers shown here reflect the traditional dress of each group.

YAQONA CEREMONY

Yaqona or Kava is a drink common to many parts of the South Pacific. In Fiji it is used for ceremonial and social purposes. The Yaqona (pronounced YA-GO-NA) is made from the ground root of the pepper plant. The honour of preparing the drink is given to the village chief. He mixes the pepper root with water in a ceremonial bowl as the villagers dance and sing in the background, and the guests sit crosslegged on the ground. The chief strains the fibre from the liquid with his hands. When the Yaqona is ready he fills a coconut shell and shouts 'talo' or 'serve'. The cup is presented to the most important visitor who drinks it in mouthfuls until the cup is empty. As the cup is given back to the chief the villagers shout 'maca' or 'the bowl is empty'. The cup is then thrown to the ground to prove it is finished. The ceremony continues as the cup is presented to each of the guests in turn in order of their importance. The ceremony is often followed by a feast and more singing and dancing.

Yaqona is a non-alcoholic drink but has some properties of a mild tranquilizer and numbs the mouth and tongue. In the past it was used for peace talks between tribes as it was difficult to be angry after having finished this soothing drink!



ECONOMY

LIVING CONDITIONS

The majority of South Pacific islanders live in rural areas and make a living by subsistence farming. Fiji islanders are no exception. Over sixty percent of Fijians live in rural areas and the majority are subsistence farmers. Most farmers use simple methods to work their land. Individual farmers cannot afford expensive agricultural equipment so most work is done by hand or with the help of animals. The Department of Agriculture helps advise farmers on new agricultural developments, fertilisers, disease control through crop rotation and marketing prospects.

The economy of Fiji is based on agriculture and tourism. Sugar and copra are the main export earners accounting for over ninety percent of Fiji's income from overseas. Sugar and copra are grown mainly on plantations where the land is leased or rented by individual farmers. Other export earners are lumber, fish, ginger and various food products. Primary industry includes the processing of sugar and copra, gold mining and lumber production. Secondary industries have been growing over the last ten years providing goods for local use and for export such as : food and meat products, cigarettes, agricultural equipment, building materials and concrete products, matches, drinks, jewellery and novelty items.

Sugar cane is not only one of Fiji's main money earners, it is a favourite snack of Fiji's children.

ECONOMY CONTINUED

Fiji's main economic aim for the future is to break down the country's dependence on sugar for economic survival to develop broader agricultural production and to encourage the growth of secondary industries. Mineral and oil exploration is underway in the hopes that a rich strike will add to Fiji's income.

Table of Crops

Main Crops
- Sugar Cane
- Copra

Secondary Crops
- Pineapples
- Oranges
- Ginger
- Passionfruit
- Rice
- Cocoa
- Tobacco
- Broomcorn

Other Fruits & Vegetables
- Yams
- Dalo or Taro
- Melons
- Beans
- Garlic
- Tomatoes
- Eggplant
- Vanilla
- Peanuts
- Papaya
- Mangoes
- Guava
- Bananas
- Tapioca
- Lettuce
- Cabbage
- Maize

THE COCONUT

Almost all Pacific islanders grow coconuts. Some villagers may have only a few trees while plantation owners grow them as a cash crop. The coconut palm lives approximately one hundred years and can produce about three hundred nuts a year for about half of its lifetime. Each nut takes about one year to mature from a blossom, and passes through four distinct stages of growth.

1. Green immature nuts contain a delicious cool drink. On islands where there is no drinking water this is the basis of life. The meat at this stage is barely formed.

2. At this stage the meat of the nut has formed into a soft jelly. This highly nutritious meat can be scooped out of the shell and eaten.

3. The third stage is one that westerners are familiar with. At this point the meat is firm and very white. When scraped and squeezed this firm meat produces coconut cream for cooking. When processed and packaged this is the shredded coconut we use for baking.

4. In the final stage the nut begins to sprout and the meat and liquid forms a sweet substance like sponge-toffee known as coconut bread which is delicious to eat.

Although the coconut is vital on many islands for food and drink, the palm has many other uses as well.

Coconut blossom - produces an alcoholic drink which was forbidden by missionaries. This drink has now been found to be extremely rich in vitamins and minerals and is being reintroduced to the South Pacific.

Leaves - are used as wrapping for food, woven into screens, roofs, baskets, sails.

Coconut shell - is used for cups and bowls and made into ornaments for export.

Matting on new leaves - this paper-like material is used for paper and wrapping.

Fibers from coconut husk - made into mats, string, rope and bags.

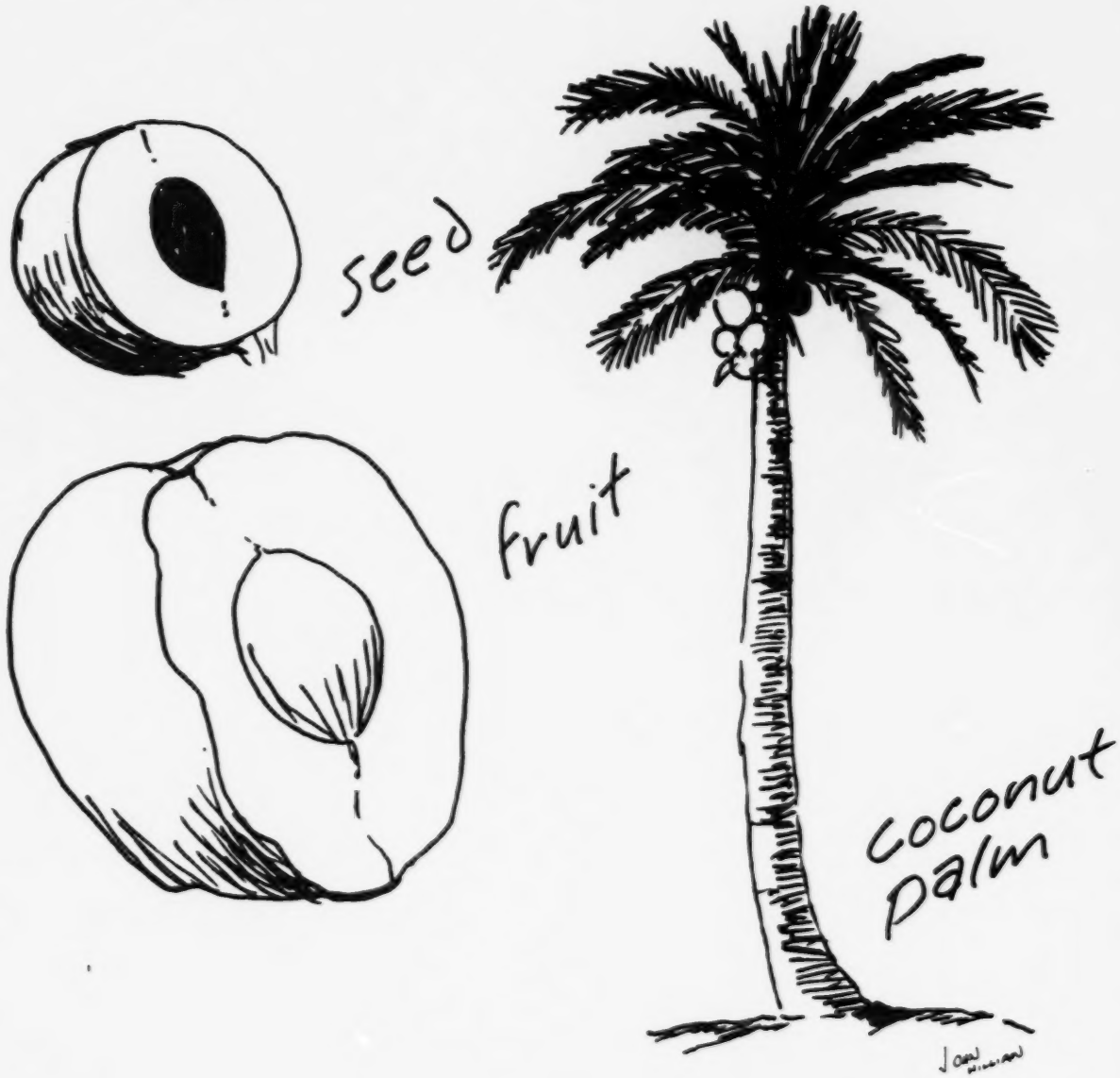
Palm trunk - the wood of the trunk is used as posts for building.

THE COCONUT CONTINUED

COPRA

Copra is the dried meat of a mature coconut. In the mid-nineteenth century, Europeans recognized the value of coconut oil from copra. This created a huge demand for the product. Today copra is shipped to many ports of the world for processing into skin and hair oil, ointment, fuel for lamps, soap, margarine and many other related products.

The coconut is a practical crop with a long life-span and a high yield of fruit which can benefit even a single islander.



EDUCATION

Formal education was established in the South Pacific by missionaries. The first schools in Fiji began in 1879 and provided a basic education and religious teachings. Today most schools are government operated and funded although there are still many private and mission schools. All students must attend grades one to seven where they receive an education based on the Australian school system. One of the major goals in South Pacific education is to develop a curriculum based on the peoples and concerns of the South Pacific area rather than one based on western texts and interests.

PRIMARY

In Fiji primary school is free for all Fijians but not compulsory for the large Indian population. There is a serious need to improve education for this group of people. Schools are not segregated racially although some schools teach in Fijian and some in Hindustani so students attend the school that best suits their language needs. Unlike students in Canada, all students wear school uniforms, have bare feet until they reach secondary school and have their summer holidays at Christmas as this is the hottest season in this part of the world.

SECONDARY

Secondary school is not free and fewer students attend for this reason. However, all native Fijians are concerned about education. The literacy rate of 80% is high. Successful students can continue to the University of the South Pacific where they are joined by students from all parts of the South Pacific as it is the major university for the area. There are also several agricultural colleges and the Central Medical School near Suva.

The government is working to provide universal free education.

HEALTH

Fiji is fortunate in that it is free from most of the serious health problems that are common in the South Pacific. Very few children die in the first years of life and life expectancy (the length of time one can expect to live) is seventy years. Tuberculosis has almost disappeared and UNICEF and the World Health Organization have almost completely controlled amoebic dysentary and yaws. Although malaria is a serious problem in islands east of the date line, Fiji is malaria free.

Fiji is one of the healthiest countries in the world. To keep it this way, government health services offer vaccinations and inoculations to its citizens.

GOVERNMENT

Democratic based on the Westminster model.
Elections are held within five years of the formation of a new government.

HEAD OF STATE - Queen Elizabeth II of England

GOVERNOR GENERAL - Ratu Sir George Cakobau (1982)
(representative of the Queen)

PRIME MINISTER - Ratu Sir Kamises Mara of the Alliance Party (1982)

CABINET - Composed of fifteen ministers appointed by the Prime Minister, from the 52 members of the House of Representatives.
Function - administration of national policies

PARLIAMENT
2 chambers

House of REPRESENTATIVES-
composed of 52 members who are elected
Function - enact legislation
- introduce bills
- debate and amend bills as needed

SENATE-
composed of 22 members who are nominated by Council of chiefs(8),Prime Minister(7), Leader of the Opposition (6), Council of Rotuma (1).
Function - reviewing of legislation from House of Rep.
Has final word on issues regarding native land.

All citizens 21 years of age and older may vote
Political Parties - (1982) National Federation Party, Western United Front, Alliance Party.
Leader of the Opposition - (1982) Mr Jai Jam Reddy, NFP

Provincial Government - each province is administered by a provincial council with an executive head.

Stop and Think - Does Canada have a similar system of government?

STORIES FROM THE SOUTH PACIFIC

The following two short stories were written by high school students in Papua New Guinea in Melanesia. In this country of 700 to 800 different languages, English is sometimes the student's third or fourth language, which accounts for some of the mistakes.

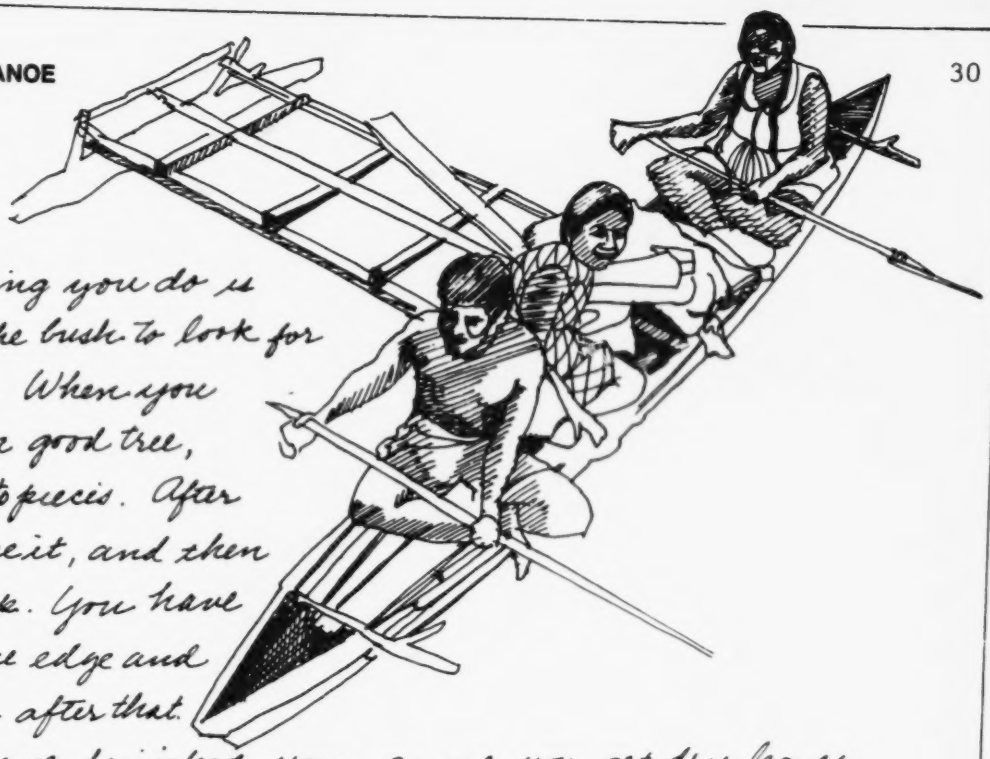
WHY SOME PEOPLE ARE BLACK

When the creator of the earth saw that the earth had no living man on it he proceeded to create some. So early next morning, he created the first being, which he later named a human being. The human being then had the outer skin like the colour of the sun's rays at the time he was created. Therefore the first human being was sort of yellow. The Creator then proceeded and created more, which the colour of it's skin took the colour of the sun's rays at that time.

The creator was so occupied with his job that he failed to notice the darkness approaching. When at last he got tired, he made the last one, and the darkness covered him. Then the last Creating took the colour which it was created in, inkey blackness. Therefore some people are as black as the dark.

Sikili Jalipitom
Grade 10

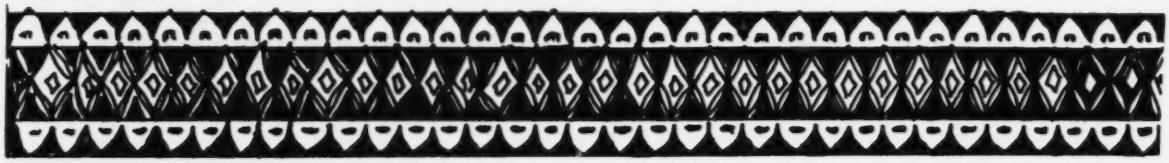
Stop & Think - Do you learn another language in school? If so, do you make more or fewer mistakes than these students from P.N.G.?



The first thing you do is go out into the bush to look for a good tree. When you have found a good tree, you cut it into pieces. After that you shape it, and then sharpen it up. You have to sharpen one edge and then another after that. When you have finished your canoe you get dry leaves and put them around the canoe and inside it and burn the leaves. When it is burnt, you go and look for a cane. After you have found a cane you bring it to the place where the canoe is and you tie it to one end of the canoe.

After finishing your canoe you go to the bush to hunt for wild animals. When you think you have shot enough animals, you and your family can come home. After that you send a message to nearby villages to come and help you pull your canoe to the river. When they have pulled it to the river you take those people who helped you to pull your canoe to your house and give them pig meat, fish, sago, and other things. After that they can go back to their villages.

Isaac Towe
Grade 8



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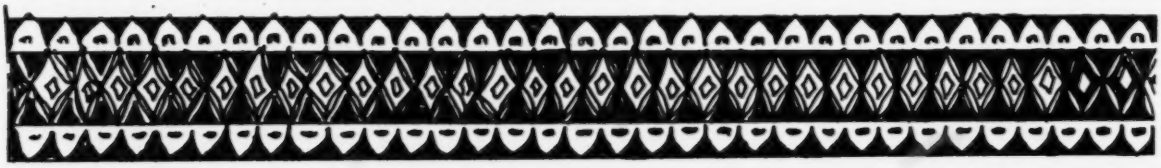

SUGGESTIONS FOR THE TEACHER

INTRODUCTION

1. Ask the students what they know about the South Pacific Islands.

2. Can the students name any of the islands?

3. If any of the students have been to Hawaii, have them tell the class about
   - the climate.
   - the vegetation.
   - the people.
   - the food if they attended a traditional meal.
   - etc.

4. Can they name any of the explorers of the area.

5. What crops are grown in the South Pacific?

6. Make a list on the board of some of the things the students would like to find out about the islands.

SUGGESTIONS FOR THE TEACHER

GEOGRAPHY OF THE SOUTH PACIFIC ISLANDS

1. Make a large wall map of the South Pacific Islands.
   Include: . Polynesia
   . Micronesia
   . Melanesia

2. Measure the distances between the following places in an atlas or on a large wall map. Using the scale give the distances in kilometers.
   1. Micronesia — The Phoenix Islands and the Mariana Islands
   2. Melanesia — Norfolk Island and New Guinea
   3. Polynesia — New Zealand and the Hawaiian Islands
   4. Overall — Easter Island and New Guinea
      Fiji and Tonga (which are considered to be neighbours)

3. How do distances in the South Pacific Island compare with distances in your country?

4. Name the islands which lie along the equator.

5. What time do you think the sun sets in Papau New Guinea in January? In June? What time does the sun set in your city in January? In June?

6. What is the hottest time of the year in New Zealand? Why?

7. What do you think the temperature is like in Fiji in January? In July?

8. Explain: . Earthquake
   . Hurricane
   . Cyclone

INTERNATIONAL DATELINE

1. If it is Tuesday in Canada what day is it in Fiji?

2. If it is Saturday in Tonga what day is it in Fiji?

3. If it is Sunday in New Zealand what day is it in England?

4. If it is Thursday on Easter Island what day is it in your home town?

5. How many time zones are there in the Pacific Islands?

6. Identify the time zones in your country?

SUGGESTIONS FOR THE TEACHER

HISTORY OVERVIEW

Using the information from the text match the following historic events with the date that they occurred.

1837	1789	1879	1970	4000 B.C.
1774	1874	1946	1854	

____ Fiji becomes independent from Great Britain.

____ Captain Cook visits the South Pacific Islands.

____ Nuclear testing begins in the Marshall Islands.

____ First settlements in the South Pacific.

____ Captain Bligh visits the Pacific Islands.

____ Fiji becomes a British Crown Colony.

____ Indentured Indian labourers arrive.

____ The first Missionaries arrive.

____ Cakobau is converted to Christianity.

Using the events listed above make a time-line of the history of the South Pacific Islands.

SUGGESTIONS FOR THE TEACHER

CAPTAIN COOK

Have the students put together and then act out a play about Captain Cook using the following information.

THEME: To Show: The similarities and differences between the European and South Pacific Island cultures and how they can benefit from each other.

What changes in values and customs may be brought about when a European culture is introduced to a South Pacific culture.

CHARACTERS:
1. Captain Cook
2. Officers and crew of Cook's ship
3. Chiefs of a South Pacific Island
4. South Pacific islanders

SETTING: A South Pacific Island in about the 1770's.

PLOT: Captain Cook and his crew arrive at a South Pacific Island after sailing for many months. Students decide:
1. Why the captain and his men want to go ashore.
2. How the islanders receive the sailors.
3. If the captain and his men visit the island for awhile what positive and negative things could happen to them and their hosts, the islanders.

	POSITIVE	NEGATIVE
Capt. Cook and crew	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Chiefs and Islanders	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Things to think about: Health, Clothes, Food, and Trade. Future visitors and their affect of Religion, Culture and Colonization.

SUGGESTIONS FOR THE TEACHER

MUTINY ON THE BOUNTY

Students imagine yourselves to be sailors on Captain Bligh's ship "The Bounty". Write a letter to your families telling them of:

- Your time on the Bounty.
- Why you were unhappy with the captain.
- The mutiny.
- The following journey.
- Your new life on Tahiti or Pitcairn Island.

MISSIONARIES

Research

Write a paragraph telling why Cakobau offered Fiji to Great Britain.

Prepare a short report on early missionaries in the South Pacific. Choose a particular person or group and area.

NUCLEAR TESTING

Prepare and present a dialogue between a member of the Canadian press and an inhabitant of the Marshall Islands who wants nuclear testing stopped in the South Pacific.

Think about: The reasons why the islanders want the testing stopped and why the world powers want to continue testing there.

SUGGESTIONS FOR THE TEACHER

FIJI FACT SHEET

	FIJI	YOUR COUNTRY
SIZE:		
LANGUAGES:		
GOVERNMENT:		
ETHNIC GROUPS:		
MAIN PRODUCTS:		
TOURIST ATTRACTIONS:		
RELIGIONS:		
SKILLS CHILDREN LEARN FROM THEIR PARENTS:		
DIFFICULTIES LIVING THERE:		
GOOD THINGS ABOUT LIVING THERE:		

SUGGESTIONS FOR THE TEACHER

FOOD

Research

1. One of the foods eaten by South Pacific Islanders is called taro also known as dalo. Describe how to prepare this food. Use an illustration as part of your description.

Activities

1. Bring to school such fruits as papaya, mango, guava, pineapple, passion fruit, coconut and perhaps sugar cane, for the students to sample.

2. They might try making a tropical fruit salad.

DRESS

Research

1. As a class project the students could make a fashion booklet of some of the traditional costumes worn by the islanders of the South Pacific.

THE ECONOMY

Activities

1. Using resource books, write a short report describing the development of the sugar and copra plantations in Fiji.

2. Bring to school pictures of the things which are grown in the South Pacific or of the things made from the crops.

3. Make a scrap book or wall chart of these pictures.

THE PEOPLE

Activities

1. Make a pie graph showing the numbers of the different peoples of Fiji. See the fact sheet for statistics.

TRADITIONAL VILLAGE LIFE

Discussion

1. Many young Fijians are moving from the villages into the cities. Name some ways in which this would benefit them and some ways in which this will cause problems. Then try to think of ways in which the young people could be encouraged to stay in the villages.

   Think about:
   - technology
   - recreation
   - education
   - jobs
   - relationships

Role Play

1. A group of students could role play a discussion among members of a family bure. A child in the family has just finished primary school in the village. The child wants to be a doctor some day. To do that it would be necessary for him/her to move to the city to attend secondary school and then go on to university and medical school. The family is discussing whether the child should go to Suva to finish school. By going away the student would be lonely and the family would miss him/her; there would be many additional expenses for the family; the student would be away for many years and then would probably not settle in their village and the people would miss the student's labour while he/she was away.

   The students in the class take the parts of the various family members -- the student, parents, older and younger brothers and sisters and grandparents. They should come to a decision about what should be done and why.

   After the discussion each family member could give the student his/her advice as to what they think the student should do with his/her future.

Activities

1. Students might draw a mural of typical village life in Fiji.

2. Find out and describe how to make "tapa" cloth. Be sure to include what it is used for. Draw and colour a piece of "tapa" cloth.

SUGGESTIONS FOR THE TEACHER

THE COCONUT

Activities

1. Begin the lesson by asking students to draw or describe the way coconuts grow.
2. Are coconuts real nuts?
3. How do other nuts grow? Eg. Walnuts? Peanuts? Cashews? Almonds?
4. Distribute the pictures of the coconut palm found in the text.
5. Ask the students how their images differ from the one in the Fiji text?
6. In what types of terrain and in what types of climate is the coconut palm found?
7. What are some of the characteristics of this plant? Eg. Long stem, etc.
8. Look up palm in the encyclopedia.
9. Does the encyclopedia include any characteristics about the coconut palm the students haven't mentioned?
10. Make a list of products in your home that contain some form of coconut?
11. Name some of the other types of palm trees.
12. What other fruits do palms grow?
13. Different types of palms are popular indoor plants in temperate climates. Do you or your friends have any in your homes? Have you seen palms in public buildings? Describe what they look like. Find out how to look after them.

SUGGESTIONS FOR THE TEACHER

EDUCATION

1. If you went to school in Fiji what things would you find the same as in your own school? What things would be different?

HEALTH

1. Name the diseases which Fiji has recently eliminated.

2. What diseases in your country need to be eliminated?

3. Which is better; to prevent disease, or cure it?

4. How can we prevent some diseases?
   Think about:
   - hygiene
   - nutrition
   - innoculation
   - vaccination

5. Which diseases are you innoculated or vaccinated against?

6. Write a short report about diseases that affect children in Canada.

QUIZZES

History

WHO AM I? Using the names below, name the person described in each of the sentences.

1. Fletcher Christian
2. James Cook
3. William Bligh
4. Cakobau
5. Hernando Magellan

1. I was the first Fijian chief to become a Christian.
2. I was a Spanish explorer who named the Pacific Ocean.
3. I led the mutiny on the ship the Bounty. My descendants now live on Pitcairn Island.
4. I was among other things, a mathematician, doctor, astronomer and explorer.
5. I made one of the longest voyages in history in a small, open craft -- a distance of 5,835 kilometers.

Vocabulary

Match the word in Column A with the definition in Column B.

Column A	Column B
1. bure	A. The dried meat of the coconut.
2. yaqona	B. The capital city of Fiji.
3. Cakobau	C. The largest, above-ground hydrogen bomb test.
4. Suva	D. The second largest industry in Fiji.
5. Vita Levu	E. A group of South Pacific Islands known as the "black islands".
6. Melanesia	F. A traditional Fijian house.
7. Pitcairn	G. A Fijian cannibal chief.
8. Bravo	H. A drink from the pepper root used on ceremonial occasions.
9. copra	I. The largest of the Fiji Islands.
10. tourism	J. The island settled by some of the mutineers from The Bounty.